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ABSTRACT

This paper shares the approach taken by one department of educational leadership to creating a vehicle for delivering its master's degree program to national and international students through the integration of online and on-site instructional formats. The paper addresses the historical background of higher education reform, the curriculum of the block of instruction, the change from the traditional curriculum to the online format, selected strategies for online instruction, and the perceptions of faculty and students of the change. The block is a 12-credit hour block that develops a student's skill in planning and implementing school improvement and a program of instruction centered on student learning, achievement, and success. The traditional approach used a student cohort, team teaching format with a combination of instructional strategies. The online system used WebCt as its delivery system. The basic format consists of scheduled chat sessions and threaded discussions, alternating weekly. Students are also required to remain current with readings, group work, several types of writing, and other field-based assignments. The system includes an "Automated Dropbox" to which students send assignments and receives grades and comments. The delivery system was in its initial year of implementation, so it was not possible to assess it and compare it with the traditional system, but student comments regarding the online experience have been positive. Appendixes contain the on-site and online activity schedules, the retreat schedule for the gathering of online students, and examples of the online activities. (Contains 11 references.) (SLD)

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Integrating Four Courses Into a 12 Credit Hour Block of Instruction in an
On-line Format as Part of a Master's Program in Educational Administration

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A paper presented at the annual meeting of the Mid-South Educational
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Introduction

The purpose of this paper is to share with the reader one department of educational leadership's approach to creating a vehicle for delivering its master's program to national and international students via the integration of on-line and on-site instructional formats. This paper will address the following issues: historical background of reform efforts in higher education for educational leadership programs, description of curriculum of specified block of instruction, transformation from traditional curriculum and delivery style to an on-line format, description of selected strategies for on-line instruction, and perceptions of faculty and students.

The Call for Reform in Educational Administrative Training

As a society and its schools change, methods for teaching students and for leading those who teach students must also change (Klotz & Daniel, 1998) if maximum educational outcomes are to be realized. Needless to say each generation of schooling offers its own challenges to be faced by school leaders. Wilson (1993, pp. 220-221) noted, "The preparation of school leaders for the 1990's and beyond must deal with the changing demographic and economic context of schooling, as well as the enduring problems of education for a democratic society." In responding to these new challenges, researchers such as Daresh & Plakoy (1992), Milstein (1990), Murphy (1992) and Merseth (1997) recognized that new ideas regarding the desired characteristics were needed for future educational leaders. Indeed, Merseth (1997, p. 1) noted:

Educational administrators intending to practice in the
Twenty-first Century need professional preparation that
helps them work effectively in a world characterized by
accelerating change, exploding knowledge, growing

diversity, galloping technology, and increasing uncertainty. Such demands require preparation that not only equips administrators with cutting edge knowledge but also with the capacity and appetite to continually improve their practice.

Griffiths, Stout, and Forsyth (1988) contended that the need for such reform in administrative preparation programs was not only a good idea but also one that's time had come. As Murphy (1992) noted, "It is difficult to analyze the state of affairs in administration programs without becoming despondent...[W]e must be about the business of changing things dramatically." Thus, it was that the reform movement in educational administration could not be ignored. Indeed, Jacobson (1990) stated that, "the swell of this latest wave of educational reform is on us and those of us in educational administration must begin to consider how we intend to respond when the wave crests" (p.42).

According to Jacobson & Conway (1990), this latest wave of educational reform swelled upon the flood tide of two previous educational reform movements (i.e., the "equality education" and "quality teacher" movements) and focused its energies on inadequacies of educational leaders, the deficiencies of programs that prepared these leaders, and the means for achieving renewal of these training programs. This wave of reform was spawned by the University Council for Educational Administration's 1988 publication of Leaders for America's Schools (Griffiths, Stout & Forsyth, 1998). This report raised important questions about educational administrators and their role in managing reform efforts in school improvement. Specifically, the report questioned "...whether the preparation of future school leaders needs to be redesigned, and what the roles of federal, state, and local policymakers, teacher organizations, and particularly institutions of higher education should be in these changes" (Jacobson & Conway, 1990, p.x).

A plethora of scholarly works on the topic of reform in preparatory programs for future educational leaders exists. In 1998, Daniel, Gupton, and Southerland offered a categorized review of 98 works spanning the period of time from 1988 to 1998. According to these authors' categorizations, readings ranged in theme from documentations of innovative practices to calls for radical and systemic changes in programs for preparing administrators. The extant scholarly works represented a collective wisdom in the topic of administrative preparation with focus placed upon the continuation of a strong knowledge base for administrator training, a heightened focus on problem-centered learning and field-based experiences, and a renewed emphasis upon the affective development of administrators.

Certainly, these many calls for reform did not fall on deaf ears. Several states (e.g., North Carolina, Mississippi, Louisiana), posited mandated efforts centered on the reform of administrative preparation programs. Indeed, in the state of Mississippi, for example, state standards (i.e., professional competencies) for school administrators were developed (Mississippi Department of Education, 1997) which closely mirrored the administrative standards developed by several of the national organizations (e.g., Council of Chief State School Officers, 1996; National Policy Board for Educational Administration, 1993). Mississippi further mandated that all programs within its borders develop reconceptualized administrator preparation programs based on the recommendations of a statewide study group, including selection of candidates for programs, curricular guidelines, development of assessments to rate students competence during and upon exit from programs.

Within the preceding context of reform, the Department of Educational Leadership and Research of The University of Southern Mississippi began its efforts during the 1996-1997 school year to develop, evolve, and implement a new and innovative preparatory program for training school site educational leaders for the next millennium. The evolved

and implemented instructional program embodied the concepts of: (a) instructional blocks, (b) student cohort groups, (c) faculty cohort instructional delivery, (d) integrated thematic instruction, and (e) problem-centered and problem-based learning, simulations, and enhanced field experience, coupled with a year-long student internship experience at two different level sites (e.g. elementary, middle / junior high, and/or high school).

Vision of School Leadership

Effective school leaders are strong educators, anchoring their work on central issues of learning and teaching and school improvement. They are moral agents and social advocates for children and communities they serve. Finally, they make strong connections with other people, valuing and caring for others as individuals and as members of the educational community. (Interstate School Leaders Licensure Consortium [ISLLC], 1996, p.5)

This vision of what constituted an excellent administrative preparatory program as stated by ISLLC was fully shared by the Department of Educational Leadership and Research of The University of Southern Mississippi and indeed has become the underpinning of its vision for its administrator preparation program. As alluded to previously, the Master's level administrative preparatory program at The University of Southern Mississippi consist of three separate, yet sequential twelve credit hour blocks of instruction, namely: "The Landscape of Leadership", "The Principal As An Instructional Leader", and "The Principal As A Manager of Resources".

Initially, two different levels of cohorts began the program, i.e., a full-time student cohort that was on campus a minimum of two days per week beginning in a summer and the following Fall and Spring semesters and a part-time student cohort that met on a full-time

basis during a summer for Block One, and every other weekend throughout the Fall and Spring semesters for Block Two, followed by a third full-time summer experience. After two successful years of operating these two optional delivery formats, it was decided to expand the program to meet the needs of interested national and international students desiring a degree and certification as a school site administrator. To facilitate this programmatic expansion, it was determined that the part-time cohort format would work, if the Fall and Spring semester Block Two experience could be delivered via an internet on-line experience. What follows then is an explanation of first, the traditional twelve credit hour Block Two experience and second, the adjustments made in order to deliver the Block Two experience via an on-live format.

Description of Curriculum (Block II)

Block II, *Principal as Instructional Leader*, is a 12 credit hour block of instruction that builds upon the landscape of leadership (presented in Block I) and further develops students' skill and ability to plan and implement school improvement and a program of instruction centered on student learning, achievement, and success. Major themes of this block include improving teaching and learning; curriculum products, processes and issues; professional development; targeting student success through measurement and evaluation; data driven decision-making; and action research. The delivery format for the traditional on-site block utilizes a student cohort, team teaching format utilizing a combination of the following instructional strategies distributed thorough out the Fall and Spring semesters, namely: discussions, simulations, case studies, portfolio assessments, reflective writings, individual student and group presentations, field-based problems and other authentic forms that prompt discovery learning.

Transformation of Curriculum to an On-Line Format

Recognizing that the student cohort design limited program enrollment to those students residing within close proximity to the University, a team of faculty began to explore ways to expand the program to national and international students while maintaining the integrity and quality of the existing program including the desired features of cohort enrollment and team teaching. It was decided that although students from outside the immediate area could likely attend summer sessions, most could not attend during the Fall and Spring terms, as most students retain employment as classroom teachers while enrolled in a Master's program in educational administration. For these reasons it was decided that Blocks I and III, would offered in the summer sessions and retain on-site delivery format. Block II, however, would need to be transformed into a delivery format available for distance learners. Thus, began the process of transforming existing course content into an on-line format.

The faculty met and reviewed the existing Block II syllabus and determined that several activities and experiences were best addressed with a degree of human interaction only attainable in a face-to-face environment. Therefore, a five-day retreat was created to address these identified instructional needs. Ultimately, this retreat was scheduled for the beginning of the Spring semester. Once these experiences were identified and removed from the "on-line" setting, the faculty team looked at appropriate sequencing and delivery options for the remaining curricular issues. Appendices A, B, and C provides a detailed information on the traditional part-time program, the on-line program, and retreat.

Selected Strategies for On-Line Instruction

The University of Southern Mississippi supports WebCt as its online delivery system; therefore, WebCt was chosen as the vehicle for the Block II learning experience. The basic on-line Block II format consists of scheduled chat sessions and threaded discussions.

alternating weekly. Additionally, students are required to remain current with weekly readings, article critiques, group work, reflective writings, and other field-based assignments.

Chat Sessions: Prior to each chat session, students are provided with pre-assigned text, article, or supplemental readings and are expected to participate in chat in an informed manner. Chat sessions are designed to follow a Socratic teaching method where professors pose leading questions engage students in a directed dialogue. The chat function provides a vehicle where students can be also divided into small groups and assigned to different chat rooms to discuss and further expand their ideas. Also, students are randomly assigned to lead chat sessions and provide supporting activities for their cohorts.

Threaded discussions: Professors use the bulletin board function of the course as a instruction tool by posting simulations, questions, thought-provoking statements, arguments, etc. for students to react to in the threaded discussion format. This process is highly interactive in that students post original ideas and respond to the ideas of their fellow cohorts. Often a threaded discussion is used to allow students to present ideas in a "pro and con" or "point, counter point" fashion, challenging each other's ideas by looking for the positive and negative consequences of issues raised. This creates an environment where students demonstrate their understanding of concepts based on their experience, readings, and further research of a topic.

Assignment dropbox: WebCt offers a feature called the Assignment Dropbox where students can electronically send assignments and receive grades/comments from professors. This feature allows professors to post directions, grades, feedback, deadlines, etc., for assignments. The dropbox helps students stay current in the course as it does not allow students to submit work beyond designated due dates/times.

Power Point: Power Point was the option selected for use by students and professors in making formal presentations to the cohort via the on-line format. Power Point

presentations can be created, saved, and then posted within the on-line course and viewed by students and professors in asynchronous situations. This feature allows students/professors to individually select viewing times (within a given timeframe) that best fit their needs, thereby optimizing the ability to benefit from the content of the presentation. Thus, presentations can be used as both instructional and evaluation instruments.

Creative Assignments: The professors are daily finding new and creative ways to use on-line tools to provide students with creative, meaningful experiences that approximate real-life situations. (See Appendix D for examples.)

E-mail and Electronic Mailing Lists: Electronic mailing systems are features which are used quite frequently by professors and students to facilitate communication. Due to the cohort design and intense nature of this master's program, students develop close collegial working relationships with their professors and with each other. E-mail and electronic mailing lists (commonly referred to as listserv) have become integral components for facilitating interaction and communication in the on-line Block. Frequent use of electronic communication between professors and students and between students has helped keep all participants connected and informed. This continuity of communication builds and maintains a sense of community and a nurturing environment. E-mail and electronic mailing lists have been effectively used for announcements, feedback, socialization, and instructional purposes.

Perceptions of Faculty and Students

This Block II on-line delivery format is in its initial year of implementation, therefore, it is impossible to fully assess and compare on-line with on-site Block II delivery and results. However to date, the perception of the professors involved in the development and delivery of the on-line Block II is that *the process works*. The current design has produced a high level of interaction, creativity, and learning among students currently enrolled in the program. Professors note that using a variety of on-line strategies has drawn

upon and highlighted different strengths that individual students bring to the learning process. For example, while one student may excel in the fast-paced chat environment where ideas are fired rapidly, another will step forth as a leader in the threaded discussion environment where there is more time to gather ideas and reflect more deeply upon topics. Still others come to the forefront and shine when participating in simulation and problem-based learning experiences. For these reasons, the professors posit that the use of a variety of on-line instructional strategies provides ample opportunities to keep diverse learners actively engaged while tapping into their individual leaning styles and strengths. Through use of on-site summer sessions, a mid-year retreat and the use of electronic communication, the human dynamics valued in this Master's program have been retained in this on-line experience.

As with any evolving curriculum, change/adaptation is a normal expectation. Based on observations, student feedback, and performance assessment refinements to the on-line experience are continually being made. Although changes are continuing to be made, student feedback indicates a positive direction and focus in meeting their needs as non-traditional distant learners. Here is a sampling of selected student comments regarding this on-line experience to date:

- I loved our session last night. The interactivity was great. I liked working in pairs: my partner and I were able to bounce ideas off each other. I feel our combined ideas were better than they would have been if we had posted individually.
- The chat really tied the readings together for me.
- At first the technology was a real challenge for me, but now I am more comfortable with it and I can focus on the content of this course.
- I am enjoying the chat sessions and pace of this course. I am, however, looking forward to the retreat as nothing can replace fact-to-face interaction.

- The activity this week was great. The rounds and movement in and out of the various chat rooms made us focus on the topic we were there to discuss. The added challenge was we had to discuss our topic, post to the bulletin board, and move to the next room in a given timeframe. I loved it!
- I am so frustrated with this technology. I have tried all week, but.... I am in such a bad mood. I am going to bed.
- I love the course. Don't change a thing!
- I love being able to take a graduate class in my pajamas.
- The threaded discussions are great. I can download a thread and then take time to gather my thoughts and edit my responses. In chat, I have a difficult time thinking and typing fast enough to respond intelligently. I feel I express my thoughts better in the threaded discussion.
- I love the fast-paced chat dialogue. Ideas and time fly and I love the challenge of "thinking on my feet."

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Appendix A

Part-time Block II

On-site

Activity Schedule

**The University of Southern Mississippi
Department of Educational Leadership and Research**

**Block Two Part-Time Cohort
Activity Schedule
Fall 2001**

<u>Date</u>	<u>Activity</u>
8/24	Block Two Orientation / Overview Syllabus Absence Policy Reflection by weekend sessions Article Critiques Hot Topic (Purpose, Format, and Function) Block Two Portfolio (Case Study) PT Cohort Listserve (ptcohort2001@usm.edu) January 2002 at Paul B. Johnson - Expectations Return Block One Student Portfolios SLLA Leadership Assessment Exercise (Practice Experience)
8/25	Continuation of data based decision-making (Dr. Marshak) Discussion on possibilities for individual student research project expansion (Drs. Marshak, Klotz, and Lowrey) Professors (Klotz & Lowrey) initial presentation of <u>Schools that learn</u> (Senge) Assignments: * Article Critiques #1 & #2 (School Climate / Culture) * Read Chapters 1,2,3, & 4 of <u>Contemporary issues in curriculum</u> for next session's Hot Topic * Student Reflection on Session #1 (Aug. 24-25) * Assign student presentation groups for: Classrooms that learn Schools that learn Communities that learn
9/7	Collect: # Article Critiques #1 & #2 # Session #1 Reflection Activities: * Hot Topic Discussion on <u>CIC</u> Chapters 1,2,3,& 4

- * Student led discussion of "Classrooms that learn"

9/8

SLLA Leadership Assessment Exercise #1 (6 Minutes)
Student led discussion of "Schools that learn"

Assignments:

- * Session #2 Reflection (Sept. 7-8)
- * Article Critiques #3 & 5 (Total Quality Education)
- * Read Chapters 7 & 8 in CIC for Hot Topic Discussion
- * Read Deal and Peterson's Shaping school culture: The heart of leadership

9/28

Collect:

- # Article Critiques #3 & #4
- # Session #2 Reflection

Activities:

- * Hot Topic Discussion on Chapters 7 & 8 from CIC
- * Student led discussion of "Communities that learn"

9/29

SLLA Leadership Assessment Exercise #2 (6 Minutes)

- * Discussion and Application of Deal and Peterson's Shaping school culture: The heart of leadership
- * View video on "Columbine High School Opening Session"

Assignments:

- * Read Chapters 9 & 11 in CIC
- * Session #3 Reflection (Sept. 28-29)
- * Article Critiques #5 & # 6 (Organizational Change)
- * Individual Student School Site Culture Assignment

10/12

Collect:

- # Article Critiques #5 & #6
- # Session #3 Reflection

Activities:

- * Dr. Willie Pierce, "Principles of Adult Learning"
- * Hot Topic Discussion on CIC 9 & 11
- * Individual student presentations of school cultures

10/13

SLLA Leadership Assessment Exercise #3 (6 Minutes)

- 10/13 SLLA Leadership Assessment Exercise #3 (6 Minutes)
 * Continuation of student presentations of individual school cultures
- Assignments:**
 * Read Chapters 13 & 14 in CIC
 * Session # 4 Reflection (October 12-13)
 * Article Critiques #7 & #8 (Staff Development)
 * Read Spencer Johnson's Who moved my cheese?
- 10/26 **Collect:**
 # Session #4 Reflection
 # Article Critiques #7 & #8
- Activities:**
 * Dr. Sandra Gupron "Staff Development"
- 10/27 SLLA Leadership Assessment Exercise #4 (10 Minutes)
 * Hot Topic Discussion on Chapters 13 & 14 in CIC
 * Discussion and application of Who moved my cheese?
 * Let's wrap the package: Schools that learn, Shaping school culture, and Who moved my cheese? -- How's it all fit together for an instructional leader?
- Assignments:**
 * Session #5 Reflection
 * Article Critiques #9 & #10 (Formative & Summative Evaluation)
 * Read Chapters 25 & 28 in CIC
 * Begin reading Chapters 1,2,3, 4.& 5 in Supervision and instructional leadership (Glickman)
- 11/9 **Collect:**
 # Session #5 Reflection
 # Article Critiques #9 & #10
- Activities:**
 * Hot Topic Discussion of Chapters 25 & 28 in CIC
 * Memo Writing:
 To Principal's Personal File
 Specific Incident Memo
 Summary Memo
 Classroom Observation Memo
 * Penny Exercise on difference between observation and fact
 * View Video - "Home Ec Lesson"

- * View Video - "Home Ec Lesson"
- 11/10 SLLA Leadership Assessment Exercise #5 (10 Minutes)
- * View the Video: "Victor Borga" and discuss the lesson observed and types of observational comments a principal might put into his/her personal file and/or a classroom observation memo.
 - * Begin discussion of the different lenses of supervision: wide-angle, narrow, scripting strategies
- Assignments:**
- * Session #6 Reflection
 - * Read Chapter 36 in CIC
 - * Article Critiques # 11 & #12 (Technology in Education)
 - * Attempt to bring to the next session a copy of your district's teacher job description and teacher evaluation instrument
 - * Read the book Results (2nd Ed.) (Schmoker)
 - * Memo writing assignment on Mr. I. M. Questionable
- 11/30 **Collect:**
- # Reflection #6
 - # Article Critiques #11 & #12
 - # Memo Assignment on Mr. I. M. Questionable
- Activities:**
- * Hot Topic Discussion on Chapter 35 in CIC
 - * Professor led discussion on the Results
 - * Cohort to begin development of "Cohort School District #134 Generic Teacher Job Description"
- 12/1 SLLA Leadership Assessment Exercise #6 (10 Minutes)
- * Cohort completion of generic teacher job description
 - * Cohort begin work on finalizing a set of job indices / performance indicators for the evolved teacher job description
- Assignments:**
- * Session #7 Reflection (November 30 - December 1)
 - * Students continue reading Glickman's Supervision and Instructional Leadership--Chapters 6,8,9,10,& 11
- 12/7 **Collect:**
- # Session #7 Reflection
- Activities:**

Activities:

- * Fall Course / Instructor Evaluations (Dr. Klotz & Dr. Lowery)
- * Discussion of :
 - Supervisory Behavior Continuum
 - Directive Centered Behaviors
 - Directive Informational Behaviors
 - Collaborative Behaviors
 - Nondirective Behaviors

12/8

- * Formative and Summative Assessment
- * Goal Oriented Teacher Evaluation

Assignment:

- # Session #8 Reflection (December 7-8)
- # Formative and Summative Assessment (Evaluation) of Mr. Bill Smith (Envelopes #1 & #2)

**BEST WISHES FOR A GREAT AND HAPPY HOLIDAY SEASON FOR EACH OF YOU.
WE ARE LOOKING FORWARD TO OUR GATHERING AT PAUL B. JOHNSON STATE
PARK ON THE EVENING OF THURSDAY, JANUARY 17, 2001 AT 5:30 P.M.**

UNTIL THEN

HAPPY TRAILS TO YOU!!

Appendix B

Part-time Block II

On-line

Activity Schedule

**Block Two - Part-Time Cohort
Fall 2001
Activity Schedule**

<u>Session</u>	<u>Activities</u>
July 27	Block Two Orientation / Overview Syllabus Article Critiques Reflections by block sessions Hot Topics format, function, and purpose Block Two Portfolio (Case Study) Questions and Answers Discussion of proposed individual student research projects (expansion of projects from Block One)
August 20	Professors will lead the opening discussion on Senge's <u>Schools that learn</u> (pp. 1-100) Continuation of data-based decision-making from Block One Discussion of proposed individual student research projects (expansion of projects from Block One) Assignments Chat Reflection Article Critiques #1 & #3 - "School Culture / Climate"
August 27	Collect from Dropbox: Session One Reflections Article Critiques 1 & 2 Threaded Discussion: Chapters 1,2,3, and 4 of <u>Contemporary issues in curriculum</u>
September 3	"Classrooms That Learn" (Senge) Assignment: Session Reflection Article Critiques # 3 and #4 - "Total Quality Education"

September 10 Collect from Dropbox:

Session Reflection

Article Critiques #3 & #4

Threaded Discussion:

Chapters 7 and 8 Contemporary issues in curriculum

September 17 "Schools That Learn" (Senge)

Assignment:

Session Reflection

Article Critiques #5 & #6 - Organizational Change"

September 24 Collect from Dropbox:

Session Reflection

Article Critiques #5 & 3^

Threaded Discussion:

Chapters 9 and 10 Contemporary issues in curriculum

October 1 "Communities That Learn" (Senge)

Assignment:

Session Reflections

Article Critiques #7 & #8 - "Technology Education"

October 8 Collect from Dropbox:

Session Reflection

Article Critiques #7 & # 8

Threaded Discussion:

- Chapters 13 and 14 Contemporary issues in curriculum
- October 15** Discussion of application and blending of Schools that learn and Seven habits of highly effective people
- Collect from Dropbox:**
- Article critiques #7 & #8
- Assignment:**
- Session Reflection
- Article Critiques #9 & # 10 - "Staff Development"
- October 22** **Collect from Dropbox:**
- Session Reflection
- Article Critiques #9 & # 10
- Threaded Discussion:**
- Chapters #25 & #28 Contemporary issues in curriculum
- October 29** Discuss and do application of Deal and Peterson's Shaping school culture: The heart of leadership
- Assignment:**
- Session Reflection
- Complete local school culture matrix with supportive artifacts
- November 5** **Collect from Dropbox:**
- Session Reflection
- Local school culture matrix with supportive artifacts
- Threaded Discussion:**
- Chapters #29 & #36 Contemporary issues in curriculum
- November 12** **Threaded Discussion:**

Chapters 1,2, 3, and 5 - Supervision and instructional leadership,
5th Ed. (Glickman, Gordon, and Ross-Gordon)

November 19 Dr. Ric Keaster will lead this session on "Personality follow-up" --
(Effective team building)

Assignment:

Session Reflection

Article Critiques #11 & #12 - "Formative and Summative
Assessment"

November 26 **Collect from Dropbox:**

Session Reflection

Article Critiques #11 & #12

Threaded Discussion:

Purpose and functions of job descriptions

Assignment:

Students read the book, Who moved my cheese

Students collect samples of teacher job descriptions and begin
whole group development of a generic teacher job description
to be completed and brought to the January "get together" for
further work at that time.

December 3 Discussion of the application of Who moved my cheese and
previous readings dealing with the act of change in schools

Assignment:

Session Reflection - due in the Dropbox by December 7th

Students complete the Fall Semester Block II Evaluation -
Due in the Dropbox by December 7, 2001.

Have a Great Holiday Season !!!

We will be looking forward to seeing you all in Hattiesburg beginning late afternoon of Thursday, January 17, 2001. We will plan on a "dutch" treat group outing to a local restaurant before heading back to Paul B. Johnson State Park for our first overnight.

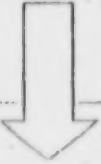
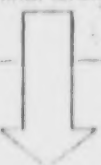
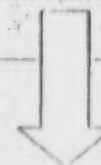
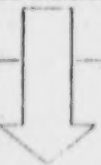
Friday, January 18, 2001, we will begin with a trip to the Hattiesburg Public Schools and visiting their "direct instruction" school classroom with Dr. Perrin Lowery, Assistant Superintendent of Schools.

Appendix C

Block II On-line

Retreat

Activity Schedule

Time	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
7.00		Breakfast (PBJ)	Breakfast (PBJ)	Breakfast (PBJ)	Breakfast (PBJ)	Breakfast (PBJ)
8.00		Haltiesburg Schools	Change Game	r/r	Presentations	Supervision Videos
9.00				r/r	Adult Learners	Wide-Angle Lens
10.00				r/r		Narrow-Angle Lens
11.00			Gifted Education	r/r	Staff Development	Formative/Summative
12.00		Dutch Lunch	Lunch (PBJ)	Lunch (PBJ)	Lunch (PBJ)	Lunch (PBJ)
1.00		r/r	Instructional Tech.	T-test/t:excel	Staff Development	Media Services
2.00		r/r				r/r
3.00		Expectancy Theory			Supervision Videos	Pre/Post Conf.
4.00			r/r		Snapshot	
5.00			r/r		Scripting	
6.00	Dinner "Dutch"	Dinner (PBJ)	Dinner (PBJ)	Dinner (PBJ)	Dinner (PBJ)	Dinner (PBJ)
7.00		Nominal Group Act.	Town Torn Apart	Job Indices	Memio Writing	r/r
8.00	r/r				r/r	r/r
9.00	r/r				r/r	r/r
10.00	r/r				r/r	r/r
r/r rest and reflection						

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Appendix D

Examples

of on-line

Learning Activities

For our first threaded discussion, you are assigned to the following discussion groups: Group I: Michael, Audrey, Sally, Barbara -Essentialism Grop II: Marlene, Toby, Scott, Al- Progressivism

Your task is to: 1) Research your assigned philosophy (CIC onp. 2 provides some foundations) 2) Meet (can use chat rooms) to discuss your philosophy and create a message that one member of your group will post. The Posting will include: (A) an overview of your philosophy, and (B) application of your philosophy to a school setting. Based on your philosophy, include, how you believe children learn, what the curriculum should be, describe the typical classroom, how would a teacher of this philosophy act in the classroom, also describe expectations of students and the role/behavior of the principal. Note: Your stance should be that you believe your philo is the best and only correct way to run a school. You are to sell your classmates on your philosophy. 3) As individuals you are then to visit the bulletin board, read the other group's message and challenge their views. This will be a pros-cons approach to presenting opposing philosophies. It is expected that you will visit the bulletin board often to read and post ideas. Note: We will monitor the threads and supply direction as needed. Have fun with this assignment.

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Discussion #1 for week of 9/24/01

You and your colleagues are attending a workshop on "Teaching Methods." During the lunch break you begin discussing the merits of whether teaching should be considered an art, a craft or a science. A very heated debate ensues as members of the lunch crowd begin to express and defend their opinions on the issue. Share in this threaded discussion, which position you would take and explain your rationale. Support your ideas and be prepared to defend them when challenged by your cohorts.

Discussion #2 for week for 9/24/01

You are a second year principal at an upper elementary school. Your staff is a mix of veterans and novice teachers. Many of the veterans have been teaching for 20+ years and have not taken a formal education course in quite some time. Your novice teachers have been teaching a 1, 2, or 3 years and several are working toward a master's degree. You observed your first year as principal that teachers were not consistent in their approach to the curriculum, teaching strategies, and assessment practices. There are very strong, but opposing opinions regarding the "right" way to do things in the school. Often, these disagreements fall between the novice and veteran teachers. You have some opinions yourself based on your knowledge of the field and your recent educational experiences. You believe in consensus-decision making and data-driven decision-making. So, you arrange for a staff development session where you hope to do some consensus building by allowing teachers to express their views on teaching practices. The weekend before the full day session, you decide to call one of your beloved professors to discuss the matter. Being the Socratic type, your professor gives you no answers, only this question:

"What danger lurks when you give credence to a voice with unwarranted authenticity?"

Your response to this threaded discussion is two fold. First, what do think the professor is attempting to convey in the question. Second, based on the question raised, how would you proceed with the staff development session/follow-ups?

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Thread 1 for week of 11/5/01

What has been your experience with professional development in your teaching career? Assesses its value / quality and justify your assessment. In light of your previous discussions, describe an ideal professional development experience, i.e., who would it be for; for how long should it be planned; what is its purpose and function; and how should it be delivery, etc.? Post your ideas, read postings of others and react to cohort comments.

Thread 2 for week of 11/5/02

This assignment will place you in various roles to demonstrate effective school-community partnerships. One team will represent the school, one the family, one the business community, and the other the social/ welfare/ ministerial group.

Your task is to

- 1) your perceived needs are from a partnership
- 2) how those needs could be met within the partnership
- 3) how would you create a partnership between stakeholders (i.e., school and community)
- 4) how you would access the quality of the partnership
- 5) how would you maintain the partnership – long term view

<u>School</u>	<u>Community</u>	<u>Family</u>	<u>Social</u>
Barbara	Al	Sally	Marlene
Audrey	Toby	Scott	Mike

Here is how this thread works. Meet with your partner to discuss items 1-2. Post your ideas. Next, read what other teams have posted. Then, agree on a time to meet as a whole group to work on parts 3-5. You may use the Bulletin Board to work together on consensus and idea building, but plan to meet at least once via chat to put together one final, agreed upon plan for your school-community partnership. One cohort will post the finished product by November 18 for all to download and keep. The 3 Amigos will monitor your progress. Here is another example of "all for one and one for all!"

***Due to the detailed nature of this threaded discussion, you will have 2 weeks to work on it. Although you still need to read Glickman Chapters 1, 2, 3, and 5, there will be no additional threaded discussions for the week of November 12. Your readings will be of help when we begin work on job descriptions and supervision which is scheduled for November 26.